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lated, because their reasoning faculties are called into play." There is no doubt that cognates are interesting to the teacher, and to some extent also to the student—in proportion to his age. With the beginner in the secondary school, at the age of fourteen, the imitative and mnemonic faculties are more prominent than the reasoning powers. He can more easily memorize ten words or idioms than think out the cognate of one. And what is more, he can more easily get by heart a few of those charming German folksongs with melodies than do any feats in thinking. It seems, therefore, that too much stress should not be laid on cognates in the beginning.

The selections of both prose and poetry are excellent and well graded, but are not as simple in style and syntax as one would like to give to first-year high-school pupils. The reader on the whole would seem to be better fitted for students who begin German at the age of seventeen or eighteen. The proverbs are a useful addition. The notes are a fine example of the kind of assistance and explanations the pupil needs.

*Glück Auf.* A First German Reader. By Mary Müller and Carla Wenckebach. Boston and London: Ginn & Co., The Athenæum Press, 1901.

*Glück Auf* is a step in the right direction; all beginners in the study of German will feel very grateful to the authors for this little gold mine of good, simple German prose, of lyric gems, and of information on mythical, legendary, and historical Germany. It is a real introduction in every way. The notes, questions on text, and the vocabulary have been prepared with great care, and deserve unqualified praise. How much time should be given to cognates, and how much to conversation and inductive grammar, each teacher must learn by experience. No undue emphasis should be laid on prose introductions to such beautiful poems as "Heidenröslein" and "Du bist wie eine Blume." Any interpretation of such tender creations seems like an encroachment.

*A German Reader and Theme Book.* By Calvin Thomas and William Addison Hervev. New York: Henry Holt & Co., 1901.

This reader has been prepared with great care. Most of the selections are valuable, written in good literary German, and paper and print are the best imaginable. And yet, although the authors mention "free reproduction" in the preface they increase in the themes the amount of translation from lesson to lesson, following the mistake of the Thomas Grammar. "Freie reproduction" should have been more and more emphasized, *omitting translation*. The book contains 5,500 new words, which fact would show that the book is intended for advanced students of the *university age*. The accent in the vocabulary has been employed almost too arbitrarily (bisher, beiseite, alsbald), leading to actual mistakes: *Cf. ei' nerlei* (two accents, like *einmal*), *also'*. Quantity should have been marked in *all* doubtful cases of strong imperfections. *Cf. brach, kröch, glüch, roch*.

#### ELEVEN NEW PUBLICATIONS OF D. C. HEATH'S MODERN LANGUAGE SERIES.

One of the most difficult things is to find the proper kind of reading material for a class of beginners that has mastered the essentials of grammar (inductively, of course) and just finished the simple graded reader. Of the eleven new texts before us, Seidel's *Leberecht Hühnchen* (Spanhoofd), Storm's *In St. Jürgen* (Wright), Benedix's *Der Process* (Wells), Benedix's *Nein* (Spanhoofd), and Heyse's *Hochzeit auf Capri* (Bernhardt) seem to be best fitted from the standpoint of contents and diffi-